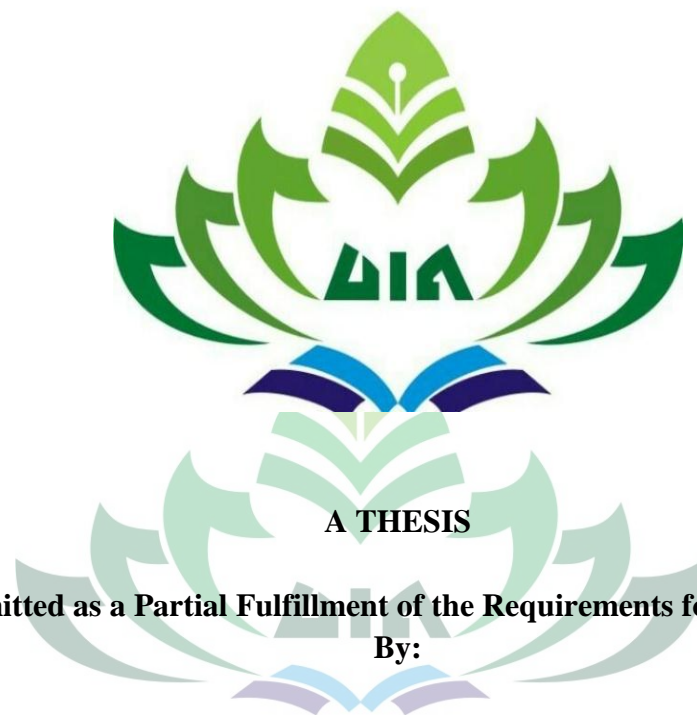


**THE EFFECTIVENESS OF FOUR IN ROW VERB GAME TO IMPROVE
STUDENTS' MASTERY OF IRREGULAR VERB IN TEACHING SIMPLE
PAST TENSE IN FIRST SEMESTER OF THE EIGHT GRADE AT MTs
MIFTAHUL HUDA SUKOREJO IN ACADEMIC YEAR OF
2020/2021**



Submitted as a Partial Fulfillment of the Requirements for S1-Degree

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STATE ISLAMIC UNIVERSITY OF
RADEN INTAN LAMPUNG
1442 H/ 2021 M**

ABSTRACT

The important problem was that they seem to have low interest in memorizing of vocabulary. They assumed that memorizing of vocabulary is a difficult activity since they have to understand all of the verbs then they have to changes verb to regular or irregular verb in teaching simple past tense. To solve the problem, the researcher applied Four in Row Verb Game to improve students' mastery of irregular verb. The objective of this research was to identified the effectiveness of Four in Row Verb Game to improve students' mastery of irregular verb in teaching simple past tense at the eight grade of MTs Miftahul Huda Sukorejo.

The research used quantitative research. The research design was pre experimental one group pretest and posttest design. The sample was taken from one class which consisted of 30 students. The treatment was held in 2 meetings, 2 x 40 minutes for each. The population of this research was the eight grade. The instrument was multiple choice test. After administering pre-test and post test. The data were analyzed by using SPSS to compute independent sample t-test.

From the data analysis computed by using SPSS verse 21, the significant influence could be seen from Sig. (2-tailed) of the equal variance assumed in the independent sample t-test table where the Sig. (2-tailed) was 0.002. It was lower than $\alpha = 0.05$ and it meant that H_0 was rejected and H_a was accepted. It meant that there was effective using Four in Row Verb Game towards students' mastery of irregular verb in teaching simple past tense at the eight grade. After concluding the result and getting the result, the researcher would like to suggest order to develop this research with different material or order to increase students' irregular mastery, hopefully the result of the research could be a reference.

Keywords: *Irregular Verb, Quantitative Research, Simple Past Tense, Four in Row Verb Game.*



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A Thesis entitled: **"THE EFFECTIVENESS OF FOUR IN ROW VERB GAME TO IMPROVE STUDENTS' MASTERY OF IRREGULAR VERB IN TEACHING SIMPLE PAST TENSE IN FIRST SEMESTER OF THE EIGHT GRADE AT MTs MIFTAHUL HUDA SUKOREJO IN THE ACADEMIC YEAR OF 2020/2021"** by: **ULVI ALAWIYAH, NPM: 1311040071**, Study Program: English Education was tested and defended in the examination session held on: Friday, December 18th 2020.

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MOTTO

طَيِّبَةٌ كَشَجَرَةٍ طَيِّبَةٍ كَلِمَةً مَثَلًا اللَّهُ ضَرَبَ كَيْفَ تَرَى أَلَمْ
السَّمَاءِ فِي وَفَرَ عَنْهَا ثَابِتٌ أَصْلُهَا

“See You not How Allah sets forth a parable? A goodly word as a goodly tree, whose root is firmly fixed, and its branches (reach) to the sky (i.e. very high).¹

(Q.S. Ibrahim: 24)



¹ Muhammad Zafrullah Khan, *The Qur'an*, (London: Curzon Press Ltd, 1971)

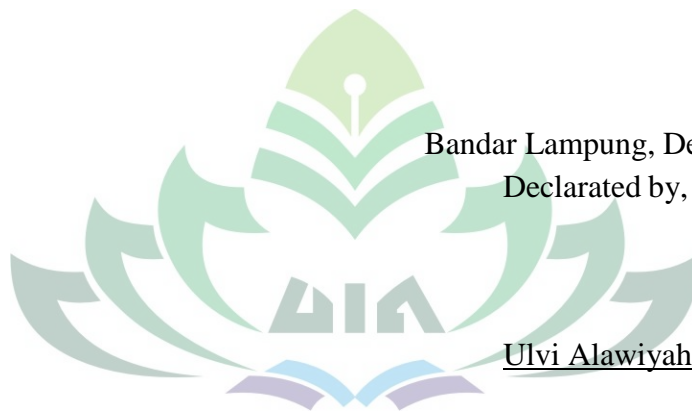
DECLARATION

I hereby declare this thesis entitled “The Effectiveness of Four in Row Verb to Improve Students’ Mastery of Irregular Verb in Teaching Simple Past Tense in First Semester of The Eight Grade at MTs Miftahul Huda Sukorejo in Academic Year of 2020/2021” is completely my own work. I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in this text.

Bandar Lampung, December 11th 2020

Declared by,

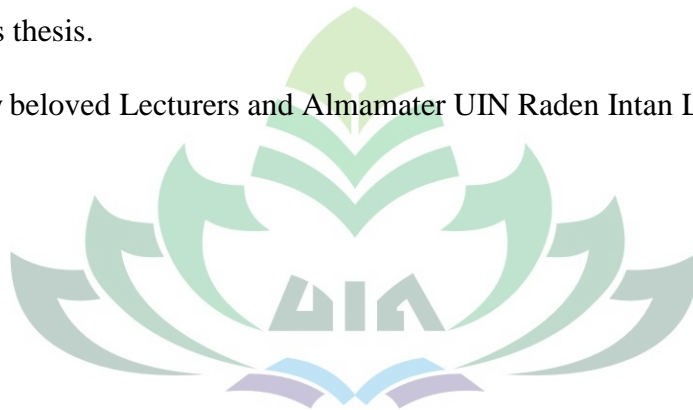
Ulvi Alawiyah



DEDICATION

This thesis dedicated to everyone who cares and loves me. I would like to dedicate this thesis to:

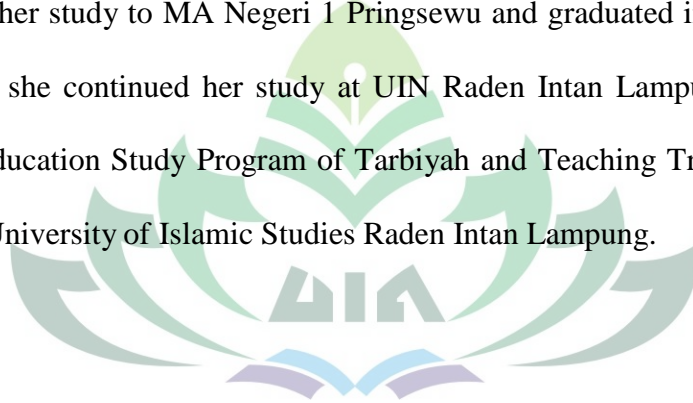
1. Thanks to my beloved parents, Mr. Nurhalim and Mrs. Munarsih who always loves me, supports me and keep on praying for my success.
2. My beloved brother Asep Zevani Agusta, Bisri Musthofa, and Arbi Maulana who always support and cheer me up until the completion of this thesis.
3. My beloved Lecturers and Almamater UIN Raden Intan Lampung.



CURRICULUM VITAE

The name of the researcher is Ulvi Alawiyah. She was born in Sukorejo, on November 27th 1995. She is the third of four children of Mr. Nurhalim and Mrs. Munarsih. She has three brother whome name are Asep Zevani Agusta, Bisri Musthofa, and Arbi Maulana.

The researcher began school to Elementary School at SD Negeri 3 Sukorejo, Pardasuka in 2001 and graduated in 2007. In the same year, she continued her study to MTs Miftahul Huda Sukorejo and graduated in 2010. After that, she continued her study to MA Negeri 1 Pringsewu and graduated in 2013 and in the same year she continued her study at UIN Raden Intan Lampung as student of English Education Study Program of Tarbiyah and Teaching Training Faculty of the State University of Islamic Studies Raden Intan Lampung.



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This thesis is written as a part of the requirement for S-1 Degree of English Study Program at Tarbiyah and Training Faculty, State University of Islamic Studies Raden Intan Lampung. When finishing this thesis, the researcher has obtained so many helps, assistance, aid, or support and many valuable things from various sides. Therefore, the researcher would sincerely thank to:

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Finally, the researcher is fully aware that there are still a lot of weakness in this thesis. For this, the researcher sincerely welcomes critisms and suggestion from the readers to enhance the quality of this thesis.

Bandar Lampung, December 11th 2020
The researcher

Ulvi Alawiyah
NPM. 1311040071

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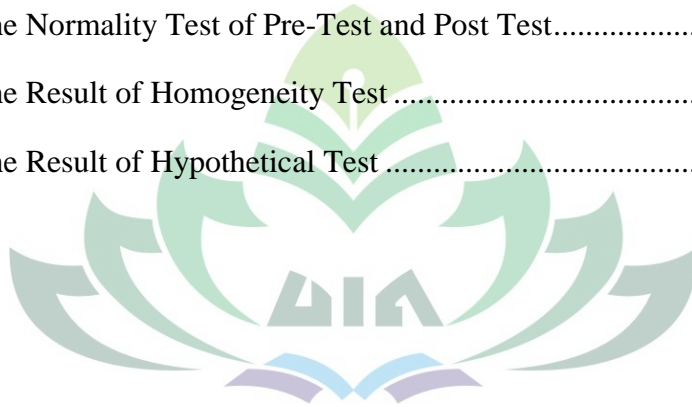
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CHAPTER I

INTRODUCTION

A. Background of the Problem

Grammar is partly the study of what forms (or structures) are possible in a language.² Grammar is an important language component as it helps us to organize words into order so that people could understand the idea. The grammar of a language is a description of the ways in which words can change their form and can be combined into sentences in that language.³ Moreover, English is a language that uses grammar to express different times of actions. Thus, grammar is one aspect that must be mastered by the students to learn English and it is very important to understand English easier.

Grammar is important part to study, grammatical competence is concerned with communicative competence. Grammar may be roughly defined as the way a language manipulates and combines words in order to form longer unit of meaning. Grammar has function to create good and understandable sentences. One of the best ways of reinforce grammar is taught by using game. The difficulties of learning English are

² Scott Thornbury, *How to teach Grammar*, (Edinburgh Gate: Pearson Education Limited, 1999), p.1

³ Jeremy Harmer, *The Practice of English Language Teaching, Third Edition*, (Edinburgh Gate: Pearson Educational Limited, 2001), p.11

mainly caused by the grammatical system which are different from Indonesian language. In this case, the researcher wants to be emphasizing in teaching learning process on grammar, especially past verb in tenses.

Moreover in learning grammar, especially changing verb form from present to past in tenses, learners are still confused how to use the verb and change the verbs from present form to past form. It seems to be clear that teaching grammar is difficult and boring for the learners.

Teacher should change the image of learning grammar from boring, complicated, and confusing into fun, challenging and exciting. The challenge for English is to determine what strategy is the most effective. The best way or strategy will make students master in use of tenses written or spoken language in their daily life. In this case, how the teacher teach the material to students so that they find it important in their life skill. In English, tenses are divided into some kinds, but the researcher focuses on teaching Simple Past Tense because the material is learned at the eighth grade.

Based on the preliminary research at the eighth grade of MTs Miftahul Huda Sukorejo Pardasuka Pringsewu, the researcher found that the most of students find difficulties in learning English especially mastering tenses in teaching simple past tense. It is because of they are difficulties to memorize past verb especially irregular

verb. The students' average score of simple past tense mastery test can be seen in the table below:

Table 1.1
The Students' Average Score of Simple Past Tense of MTs Miftahul Huda
Sukorejo Pardasuka
in the Academic Year of 2020/2021

No	Score	The number of Students	Percentage
1	≥ 70	11	36.7%
2	< 70	19	63.3%
Total		30	100%

Source : Document of Simple Past Tense Score at the Eighth Grade Of MTs Miftahul Huda in the Academic Year of 2020/2021

From the table above, the criteria of minimum mastery (KKM) at the school was 70. It was found out that 11 students or 36.7% from 30 students passed the criteria. In the other hand, just 19 or 63.3% from 30 students are still under the criteria of minimum mastery. It can be said that most of the students in MTs Miftahul Huda Sukorejo is still difficult to mastering irregular verb in teaching simple past tense. This was supported by the result of interview with the English teacher; Mrs. Nova Liana, S.Pd., she said that the students were lazy to follow the lesson and did not pay attention to teacher's explanation. Therefore, the students do not understand English subject very well, especially about irregular verb in teaching simple past tense. When the

researcher asked some of students, they said that English is hard and boring lesson. Moreover, in learning Simple Past Tense, they still had difficulty understanding and remembering the vocabulary in English, the formula, sentence pattern, past form or regular and irregular verbs. For regular verb, students can still understand when it must change verb₁ to verb₂ by adding -ed to the back of the verb. Then, when students had to change the irregular verb, they were still confused and many of them did not understand that the vocabulary was irregular verb. They are also said that teacher's explanation was difficult to understand and seldom using the media. As a result, students will easily get bored in grammar class.

In teaching process, teacher play more important role. They should be creative to select teaching media and techniques to get students' interest and motivation in English learning. The teacher are demanded to choose the appropriate ones to make class fresh and interest for students. Teacher can use methods and teaching aids in teaching grammar to design an interesting and highly effective teaching. The usage of teaching aids in learning process can provoke interesting, motivation, and learning stimulus even give psychology effect to the students.

There are many media, which can help the teacher to make the students attracted to follow the lesson for example using game. The teachers' creativity in teaching irregular verb using game can make the students will not be bored and learn English with full of motivation. Using game will also increase the probability that students

learn more and the knowledge will retain better in mind. One of game to teach irregular verb is using four in a row verb game.

Four in row verb game is one of game to teach irregular verb. Four in row verb game is a kind of game use grids or squares of paper which there are verbs in each grid. The activity of the game for groups, it consists of five students; one student as referee and four students as examiner. The game tests the students' knowledge of irregular verb. It is based loosely on the game gets a row of four squares- either vertically, horizontally, or diagonally.⁴ The use of Four in Row Verb Game in teaching verb may help in teaching when the teacher realize the students' weakness in understanding the language, especially in mastering English verb. It is expected to improve students' mastery of irregular verb.

Based on the background of the study above, the researcher wants to improve the teaching learning process to teach irregular verb using four in row verb game. The researcher was interested to do the research where the researcher wanted to know the effectiveness of using four in row verb game to improve students' mastery of irregular verb in teaching simple past tense in MTs Miftahul Huda Sukorejo.

⁴ Peter Watchin-Jones. *Grammar Games and Activities for Teachers*. (England: Penguin Books, 1995), p.16

B. Identification of the Problem

Based on the background above the researcher can identify the problems as follows:

1. The students thought that English is hard subject.
2. The students' grammar of simple past tense mastery was still low
3. The students got difficulties to memorize vocabulary especially irregular verb.

C. Limitation of the Problem

The researcher would like to limit the problem on the effectiveness of using Four in Row Verb game to improve student's mastery of irregular verb in teaching simple past tense at the eighth grade of MTs Miftahul Huda Sukorejo.

D. Formulation of the Research

Based on the limitation of the problem, the researcher formulates the problem as follows:

Is there any significant the effectiveness of using four in row verb game to improve students' mastery of irregular verb in teaching simple past tense?

E. Objective of the Research

The objective of the research is to know whether there is a significant the effectiveness of using four in row verb game to improve student's mastery of past verb in teaching simple past tense at the first semester of the eight grade student at MTs Miftahul Huda Sukorejo.

F. Uses of the Research

The researcher expects the result of the research can be used:

1. Theoritically, to give information to the students the effectiveness of using four in row verb game to improve student's mastery of irregular verb in teaching simple past tense.
2. Practically, the result of this research may become new information for the teacher of senior and junior high school about how to increase students' students' mastery of irregular verb by using four in row verb game.

G. Scope of the Research

The researcher has been divided the scope of the research into four parts, they are:

a. Subject of the Research

Subject of the research are students at the first semester of the eight grade student at MTs Miftahul Huda Sukorejo.

b. Object of the Research

The object of the research is the use of four in row verb game toward students' mastery of irregular verb.

c. Time of the Research

The research would be conducted at the first semester of the eight grade student at MTs Miftahul Huda Sukorejo.

d. Place of the Research

The research would be conducted at MTs Miftahul Huda Sukorejo Kecamatan Pardasuka Kabupaten Pringsewu Provinsi Lampung.



CHAPTER II

REVIEW OF RELATED LITERATURE AND HYPOTHESIS

A. The Definition of Grammar

Study of grammar of the target language, students would become more familiar with the grammar itself. Learning about foreign language would help the students grow intellectually. Actually there has been many definition stated by experts concerning to it as Gerot and Wignel had defined that grammar is a theory of language, of how language is put together and how its works.⁵ Grammar is a description of the structure of language and the way in which linguistic units such as words and phrases are combined to produce sentences in the language. It usually takes into account the meanings and functions these sentences have in the overall system of the language. It may or may not include the description of the sounds of language.¹

Rather grammar is a description of the structure of language and the way in which linguistic unit such as words and phrases are combined to produce sentences in the language. It usually takes into account the meanings and function these sentences have in the overall system of the language. It may or may not include the description of the sounds of language.⁶

Furthermore, grammar is conventionally seen as the study of the syntax and morphology of sentences. As can be known that, the syntax and morphology are the study of word order, rules of how words arranged become a paragraph that under stable.⁷

⁵ Gerot and Wignel, *Making Sense of Functional Grammar*, (Australia: Gerd Stabler, 1994), p.2

⁶ Jack Richard, John Platt, Herdi Weber, *Longman Dictionary of applied Linguistics*, (UK: Longman, 1985)

⁷ Scott Thorn Burry, *How to Teach Grammar*, (England: Pearson Education Limited, 1999), p.2

There are three types of grammar, as follows:⁸

a. Traditional Grammar

Traditional Grammar aims to describe the grammar of standard English by comparing it with Latin, it focuses on rules for producing correct sentences.

b. Formal Grammar

Formal grammar is concerned to describe the structure of individual sentences.

c. Functional Grammar.

Functional grammar is views language as a resource for making meaning. This grammar attempt to describe language in actual use and so focuses on texts and its contexts.

Based on the explanation above, it's can be concludes that grammar of English consist of the rules that governs formation of English sentences. Grammar divides into three kinds, there are Traditional Grammar, Formal Grammar, and Funtional Grammar.

B. The Concept of Simple Past Tense

Tense is a form of a verb which determines: Time of action and the complete action at the time or something happened, past is beyond in time after.

1) Verbal Sentence :

(+) S + Verb II + O + Adverb

(-) S + Did + not + Verb I + O +Adverb

(?) Did + S + Verb I + O + Adverb

⁸ Scott Thorn Burry, *Ibid*, p.5

e.g. (+) Ana and her family went to Bali last week.

(-) Ana and her family did not go to Bali last week.

(?) Did Ana and her family go to Bali last week?

2) Nominal Sentence :

(+) S + to be II (was ,were) + Adj./ Noun/ Adv.

(-) S + to be II (was, were) + not + Adj./ Noun/ Adv.

(?) To be II + S + Adj./ Noun/ Adv.

e.g. (+) I was a student

(-) I was not a student.

(?) Was I a student?

The time signals of Simple Past Tense are:

- Yesterday
- Last Week
- Last Year
- Ago
- In the past
- When
- Last night
- Last month
- The Day Before
- At the Time
- In 1945

From the explanation above, the researcher concludes that Simple Past Tense has function to express a past activity or event, or to indicate something what happened in the past time. There are two kinds of Simple Past Tense; Verbal form and Nominal form. Verbal form in past tense is followed by past verb, and nominal form is followed by to be II (was, were).

C. The Concept of Verb

In studying language, verb is part of word classes in learning vocabulary. It is included into important component. It is not available in Indonesian language especially in tenses system.

There are definitions of verb such as follow:

- a. Verb is a word which occurs as part of the predicate of a sentence carries markers of grammatical categories, such as tense, aspect, person, number, and mood, and action or state.⁹
- b. Verb is word that expresses an action or state of being and the time of when it is.

To study of verb, we need to learn the types of verb. Luckily for us, most verbs in English are regular verbs. It means that we can be confident with the forms of verb because it follows predictable pattern.

These verbs that do not follow the basic rules are called Irregular verb. Verb consists of two parts, there are:

1) Regular Verb.

One types of verb is regular verb. Taken the book entitle “*Dictionary and Language Teaching and Applied Linguistic*” mention that Regular Verb is a verb which has the most typical forms in its language from grammatical categories, such as tense or person.¹⁰

Regular verbs are forming the past tense (verb II) and the past participle

⁹ Jack C.Richard and Richard Schmidt, *Longman: Dictionary of Applied Linguistic*, (Uk: Longman,1985), p.557

¹⁰ Richard, *Longman: Dictionary and Language Teaching Applied Linguistic*, p. 453

(verb III) by adding – ed from the present infinitive (Verb I). There are characteristics of regular verbs; it is divided into six parts of regular verb, such as:

- a) Verbs are formed by adding –ed from the basic form (infinitive).

e.g. - ask => asked
 - open => opened

- b) Verbs are formed by ending –e so the form of past tense (verb II) and past participle (verb III) will be added by –d.

e.g. - change => changed
 - dance => danced

- c) Verbs are formed by ending –y and the first alphabet is consonant, so the form of past tense (verb II) and past participle (verb III) will be changed by –I and then will be added by -ed.

e.g. - reply => replied
 - cry => cried
 - fry => fried

- d) Verbs are formed by ending –y and the first alphabet is vowel, so the form of past tense (verb II) and past participle (verb III) will be added by -ed.

e.g. - destroy => destroyed
 - Play => played
 - display => displayed

- e) Verbs are formed by consonant in the last alphabet and vowel in the first alphabet, so the form of past tense (verb II) and past participle (verb III) will be folded then will be added by –ed.

e.g. - rob => robbed
 - stop => stopped

- f) Verbs are formed by ending –c and the first alphabet is vowel, so

the form of past tense (verb II) and past participle (verb III) will be added by -c then -k and -ed.

e.g. - picnic => picnicked
- mimic => mimicked.

2. Irregular verb

The other type is irregular verbs. The difference between a regular and irregular verb is formation of the simple past and past participle. Regular verbs are dependably consistent the simple past ends by –ed as does the past participle. Irregular verbs are a verb which does not have regular forms for tense, person, etc.¹¹

Irregular verbs also has characteristics, it is supported each other. It consists of four characteristics, such as:

- g) Irregular verbs are all of verbs which have similar forms. It means the present tense, past tense, and past participle are similar.

e.g. - cut	cut	cut
- hit	hit	hit
- let	let	let

- h) The following verbs have two similar forms. It means the past

- hear	heard	heard
- sleep	slept	slept
- say	said	said

- i) The following verbs have three different forms.¹² It means are the present tense, past tense, and past participle are different each other.

e.g. - do	did	done
- give	gave	given

¹¹ Richard, *Longman: Dictionary and Language Teaching Applied Linguistic*, p. 453

¹² Mun.Fika and S.Warrib, *Complete English Grammar*, (Surabaya: Apollo, t.th), p.20-22

- go	went	gone
- drink	drank	drunk

- j) The following verbs have two similar form (Verb I and Verb III are similar)

e.g. - come	came	come
- run	ran	run

From the explanation above, the researcher concludes that Verb consists of Regular Verb and Irregular Verb. Regular Verbs are forming the past tense (verb II) and the past participle (verb III) by adding – ed from the present infinitive (Verb I). Irregular Verbs are a verb which does not have regular forms for tense. So, we have to memorize the irregular verbs one by one.

D. Concept of Irregular Verb of Simple Past Tense

1. The Definition of Irregular Verb of Simple Past Tense

Since verbs change form to show the time of the action, there are two kinds of verb in the simple past tense. There are: Regular verb and Irregular verb. When indonesian students face the simple past tense, they sometimes make some errors in the changing verb, as in Indonesia there is no changing verb because of the changing time.

Celcia-Murcia and Larsen Freeman state: There are several reasons why learners may make mistakes in the use of regular and irregular forms. They may:

- 1) (Consciously or unconsciously) have learn the wrong form of a particular verb.
- 2) Be guessing the form because they do not know what it is.

Over-generalize rules (for example, ignoring irregular forms or using past forms in questions or infinitives).¹³

Irregular verbs are those verbs that fall outside the standard patterns of conjugation in the languages in which they occur. It makes most grammatical errors happen and it ask the students to make any spelling changes which is required carefully. The simple past form of each irregular verb must therefore be learnt, but once this is done there is no other difficulty, as irregular verbs (like regular verbs) have no inflexions in the past tense.¹⁴ Irregular verb can be formed by suffixation or by changing the vowel and consonant from the stem.

2. The Principles of Teaching Irregular Verb of Simple Past Tense

The process of teaching irregular verb of simple past tense, the teacher asks the students to write their experience, so they should understand about the principles of writing well. In making good writing, the students must use correct grammatical rules, choose appropriate vocabulary, and consider the coherent and cohesion.

O'Malley and Pierce add that “writing is a personal act in which writers take ideas

¹³ Celce murcia-Dianne Larsen Freeman., *op. cit.*, p.192

¹⁴ Thomson and Martinet, *A Practical English Grammar*, (New York: Oxford University Press, 1986), p.161

or prompts and transform them into self-initiated topics”.¹⁵ So, it prosecutes students to formulate goals and plans for creating an organized structure in their compositions.

Based on the explanation above, the students have to know all of the principles in writing English grammar especially in writing experience using irregular verb of simple past tense. Until now the reasons about the mistake and error are often not immediately clear, teacher need to talk to the students about particular mistake in order to learn the precise causes.

There are five groups of irregular past tense:

- a) Verbs that do not change to form past tense form.
- b) Verbs that undergo a vowel change for past tense but here no distinct form for past participle.
- c) Verbs that undergo an internal vowel change for past tense but here no distinct form for past participle.
- d) Verbs that also undergo internal vowel change for past tense and for past participle.
- e) Verbs that also undergo internal vowel change for past and for past participle.

¹⁵J. Michael O'Malley and Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners. Practical Approaches for Teachers*, (Great Britain: Longman, 1996), p.136

The following is the list of irregular forms of simple past tense.

a) Verbs that do not change to past tense form.¹⁶

Simple form of the verb	Past tense	Past Participle
Cost	Cost	Cost
Hit	Hit	Hit
Put	Put	Put
Cut	Cut	Cut

b) Verbs that undergo a vowel change and add consonant.¹⁷

Simple form of the verb	Past tense and Past Participle
Feel	Felt
Meet	Met
Sleep	Slept
Buy	Bought
Teach	Taught
Catch	Caught

c) Verbs that undergo an internal vowel change for past tense but have no distinct form the past participle.¹⁸

Base form Past tense and Past Participle

Wind Wound

¹⁶ Marcella Frank, *op. cit.*, p.61- 66

¹⁷ *Ibid*

¹⁸ *Ibid*

Find	Found
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Say	Said
-----	------

Hear	Heard
------	-------

d) Verbs that undergo internal vowel change for past tense and for past participle.¹⁹

Base form	Past tense	Past Participle
-----------	------------	-----------------

Choose	Chose	Chosen
--------	-------	--------

Speak	Spoke	Spoken
-------	-------	--------

Draw	Drew	Drawn
------	------	-------

Grow	Grew	Grown
------	------	-------

Write	Wrote	Written
-------	-------	---------

e) Verbs that also undergo internal vowel change for past and for past participle.²⁰

Base form	Past tense	Past Participle
-----------	------------	-----------------

Begin	Began	Begun
-------	-------	-------

Drink	Drank	Drunk
-------	-------	-------

Sing	Sang	Sung
------	------	------

Swim	Swam	Swum
------	------	------

¹⁹ *Ibid*

²⁰ *Ibid.*

D. Concept of Four in Row Verb Game

1. The Definition of Four in Row Verb Game

Four in Row Verb Game is a kind of game use grids or squares of paper which there are verbs in each grid. The activity of the game for groups, it consists of five students; one student as referee and four students as examiner. The game tests the students' knowledge of irregular verb. It is based loosely on the game gets a row of four squares- either vertically, horizontally, or diagonally.

2. The procedure of Four in Row Verb Game

The procedure of Four in Row Verb Game to improve irregular mastery in teaching simple past tense, had a few steps. there are:²¹

- a. Divide the class into some groups of five. Four students in group will compete in the game and one another will be the referee. Give each group a copy of the handout game and give a copy of the key to the referee.
- b. Explain what is to be done , namely that students take it in turns to choose a square and then give three parts of verb in the square or grid. For example: "freeze" => *freeze froze frozen*
- c. The referee checks and then tells the students whether (s)he is right or wrong. If right, (s)he crosses out the verb and writes his/her name in the square. Play the game continually with the next person choosing a square and give the three parts of that verb.

²¹ Peter Watchin-Jones, *Op, cit*, p.16

- d. Play continually until the students get a row of four squares -either vertically, horizontally, or diagonally.

From the explanation above, we know that Four in Row Verb Game is one of game to teach past verb. The researcher wants to improve the teaching learning process to teach irregular verb using Four in Row Verb Game. The use of Four in Row Verb Game in teaching verb may help in teaching when the teacher realize the students' weakness in understanding the language, especially in mastering past verb. It is expected to improve student's mastery of irregular verb.

The Role of playing Four in Row Verb Game, students divided into several groups, it consists of five students: one student a referee and four students as examiner. The students as the players are given worksheets and they have to play based on the role in the worksheets.

E. Concept of Lecturing Technique

a. Definition of lecturing technique

A lecturing is probably the oldest teaching strategy and is still used widely by many teachers in the classroom. A lecturing is an oral presentation intended to presented material or teach people about particular subject. It is supported by Kelly, she states that lecturing is a teaching strategy where an instuctor is the central focus information transfer. Sometimes, they will write on a board or use

an over head projector to provide visuals for students. Students are expected to take notes while listening to teacher.

In addition, the main objective of lecturing technique is understanding students in simply. It is supported by westwood, he states that the main objection to lecturing is that they imply the possibility of creating knowledge and understanding in students simply by talking at them. In fact, the formal lecturing is the classic example of transmission strategy. It emphasizes on the teachers role in presenting information by talking to students, while students are passive, they only receive the information from teacher's presentation.

b. Advantages and Disadvantages of Lecturing Technique

1. Advantages of Lecturing Technique

There are some of advantaged of lecturing technique. Kaur cited in Setyani states that advantages of lecture method can be summarized as follows:²²

- a. The proper perspective and orientation of a subject can be presented and the general outline of scope of the subject can be brought out.
- b. Many facts can be presented in a short time in an impressive way.
- c. The lecture can stimulate very good interest in the subject.
- d. Greater attention could be secured and maintained, as interest leads to attention
- e. Spoken word has greater weight that mute appeal by books

²²Rini Setyani, *The Effectiveness of Using Lecturing Method toward the Eight Gradde Students' Achiemment of Grammar at MTsN Tunganri Academic Year 2015/ 2016*, (Tulungagung:IAIN Tulungagung)

2. Disadvantages of Lecturing Technique

There are some of disadvantages of lecturing technique. They are as follows:

- a. It is waste of time to repeat the matter already in books.
- b. In the process of lecturing, the learners are more passive than be active in class.
- c. The problem solving attitudes of pupils may disappear in the lecture method.

c. The Procedures of Lecturing Technique

According to Bruner cited in Agustina, below are the steps to use lecturing technique. They are as follows:

1. Determine the object learning
2. Identifying characteristics of students (initial capabilities, interests, learning styles, etc.)
3. Choosing the subject material
4. Determine the topics that can be studied inductively students (from examples to generalize).
5. Develop the learning materials in the form of examples, illustrations, tasks etc. to learn students.
6. Organize the topics lesson from the simple to the complex from the concrete to the abstract, or from stage enaktif, iconic to symbolic.
7. Conducting the assessment process and the result student learning.²³

²³ Yulia Agustina, *The Effectiveness Using Semantic Mapping to Teach Reading Viewed from Students' Intelligence*, Available on <http://journal.unnes.ac.id/sju/index.php/elt>. Accessed on December 10th, 2020

F. Frame of Thinking

In teaching simple past tense, an English teacher must be able to help student to memorize sentence or pattern. Therefore the teacher must have kinds of technique to make students interest and have motivation in learning English. The teacher must prepare the material well, using suitable technique or media in teaching and learning simple past tense. In this case, the researcher using four in row verb game as a technique in teaching simple past tense especially irregular verb.

Four in Row Verb Game is a one of game where learners playing use grids or squares of paper which there are verbs in each grid. The activity of the game for groups, it consists of one student as referee and the other students as examiner. The game tests the students' knowledge of irregular verb. It is based loosely on the game gets a row of four squares- either vertically, horizontally, or diagonally.

The researcher believed that using this game can increase the students' past verb mastery because of this game make students have motivation in studying the lesson. And also the researcher will be build self-confidence of students, and make situation in the class comfortable so the students feel enjoy. Besides the researcher give opportunity to find a vocabulary that is often used.

In this research, the researcher concluded that four in row verb game is a good technique in teaching irregular verb in simple past tense. Therefore, the

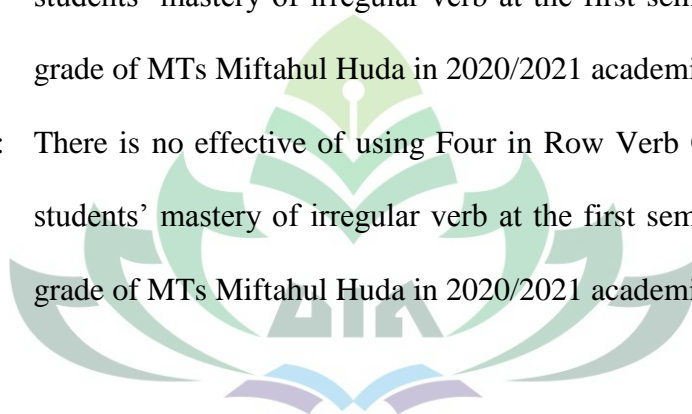
researcher assumed that four in row verb game is effective game to improve students' mastery of irregular verb in teaching simple past tense.

G. Hypothesis.

Based on those the theoretical assumptions, the researcher formulated the hypotheses as follows:

Ha : There is an effective of using Four in Row Verb Game to improve students' mastery of irregular verb at the first semester of the eighth grade of MTs Miftahul Huda in 2020/2021 academic year.

Ho : There is no effective of using Four in Row Verb Game to improve students' mastery of irregular verb at the first semester of the eighth grade of MTs Miftahul Huda in 2020/2021 academic year.



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